

# ***Mentoring***

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- Mentoring is a form of learning and development it is flexible. The basic requirements are the existence of an experienced person and a commitment to devote the necessary time to the engagement.

- Mentoring provides 'safe-space' for learning. Mentoring can occur within or outside of normal operational activity. It should be private. It must have purpose and it must aim for progress.

The (GOOD) mentor function comprises multiple roles, these alternate between receptive and active roles:

1. As a role model.

An effective mentor is invariably accomplished in their organisational role. They are generally respected in their position, and their achievements in that position.

**MOTIVATING** mentees become the best they can be.

2. As a sounding board.

Good mentors have to be good listeners. They need to foster confidence in the mentee.

**OPEN-MINDED**, being non-judgmental, mentors accept mentees as they are.

3. As a guide.

Mentors can offer guidance. Guidance is different to leading.

Allow discovery, do not provide answers directly.

**NAVIGATING** mentees by being a wise guide as they discover more about themselves.

**EMPOWERING** mentees by letting them know they are valuable and valued.

4. As a skills developer. It is valid for a mentor to sometimes assume a teaching or coaching role around a particular skill-set.

**TEACHING** mentees by being a coach and role model whenever possible.

5. As a advocate and champion: Good mentors may choose to do more than just interact with their mentee.

**REFLECTING:** taking time out to teach your mentees how to review their

situations, looking for the positives.

**Some key qualities of valued FRIENDS (the core of the mentor/mentee relationship) are likely to include the following:**

**FUN-LOVING:** have lots of fun together; nurture a sense of humour; role model to mentees what it means to laugh at oneself.

**RESPECTFUL\*:** both for the mentee and for yourself.

**INTEGRITY:** being honest and truthful at all times;

**EMPATHETIC\*:** being able to do your level best to place yourself in the shoes of your mentees to understand them better, will help you to inspire them to greatness!

**NURTURING:** creating a supportive relationship when mentees feel cared for, affirmed and encouraged. The key is to be a great LISTENER; commit to them; believe in them; be accessible to them; give unconditionally.

**DEVELOPMENTAL:** encourage mentees to become the people they wish to be.

**SINCERE\* :** be yourself at all times; be genuine -

**The key challenge for both mentors and mentees is to move out of their comfort zones.**

**SO HOW DOES THIS TRANSPIRE TO OUR NORTHRISE CLUB?**

It is the role of VP Education to assign a mentor to a new member as soon as they have joined. The mentors role is to help the new member acclimate to the club

At first meeting:

1. Sit with new member and explain various parts of meeting as they happen
2. Orientate the new member to club customs and procedures
3. Explain how to sign up – Ask VP Ed to schedule Icebreaker asap and help discuss ideas and offer suggestions. Ideally listen to the new member practice the speech and offer feedback
4. Encourage new member to serve on the club committee
5. Advise who to contact (although on email) if he or she is unable to fulfil a scheduled role
6. Explain how to use the CL manual

After 2nd session

1. Make member aware of TM mag and TIPS and discuss district conferences
2. Provide positive feedback and encouragement – the first few weeks are critical
3. Explain responsibilities – Review “A Toastmasters Promise”, its not just about speeches and being evaluated
4. Help with speeches and other assignments – use the evaluation feedback to help member improve – explain other meeting roles as the new member is assigned

In time the mentor should:

1. Tell them how they have benefited from TM program
2. Invite the new member to other events
3. Acknowledge Progress – mention in meeting
4. Explain officer duties – improve leadership skills by serving as club officer
5. Explain speech contests – purpose, types, and progression to area, division, district and sometimes international levels.

Contributed by Richard Clothier VPE July 2010; “Most of my data came from my TM manual which clearly states a mentor should be allocated ... The rest was from the Clothier knowledge of life!”